**K-5 Math Lesson Plan**

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| **Teacher: Hafez, Richmond, Shaw, Thomas** | | | **Grade: 5** | | | **Date(s)**: September 2012 |
| **Unit Title: Operations with whole numbers and decimals.** | | | | **Corresponding Unit Task:**  **Unit 2 Task 3 – Taught Prior to Task 3 – Task 3 Completion** | | |
| **Essential Question(s): How can I use division procedures to help me solve problems with large amounts?**  **Why is it important to determine the unit rate when purchasing items?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Computer**  **Task 3 assignment** | | **Student:**  **Pencil**  **Math Journal** | | | **Decimal**  **Divide**  **Dividend**  **Divisor**  **Quotient** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  √ 1. Make sense of problems and persevere in solving them.  √ 2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  √ 5. Use appropriate tools strategically.  √ 6. Attend to precision.  √ 7. Look for and make use of structure.  √ 8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:** 5.NBT.6 – Find whole number quotients of whole numbers with up to four digit dividends and two digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. | | | | | |
| **I Can Statement(s):**  **I can use division procedures to help me solve problems with large amounts.**  **I can use unit price calculations to determine individual prices.** | | | | | |
| **Activating Strategy/Hook:** Students will play a review Jeopardy game. Below is a link providing pre-made jeopardy games. There is also a template that allows you to choose your own categories and modify the questions.  [https://www.google.com/url?q=http://jeopardylabs.com/play/long-division&sa=U&ei=FRYIUNbDKoXe0QH\_45noAw&ved=0CAkQFjAC&client=internal-uds-cse&usg=AFQjCNHH9PLyVaU9OPaa49BD655lCZKY9w](https://webmail.gcsnc.com/owa/redir.aspx?C=937d7db09bdb40eba0916dac21c7583e&URL=https%3a%2f%2fwww.google.com%2furl%3fq%3dhttp%3a%2f%2fjeopardylabs.com%2fplay%2flong-division%26sa%3dU%26ei%3dFRYIUNbDKoXe0QH_45noAw%26ved%3d0CAkQFjAC%26client%3dinternal-uds-cse%26usg%3dAFQjCNHH9PLyVaU9OPaa49BD655lCZKY9w) | | | | | |
| **Teacher Directed: Students will complete Task 3 provided in Unit 2** | | | | | |
| **Guided Practice: Students will complete Task 3 provided in Unit 2.** | | | | | |
| **Independent Practice: Students will complete Task 3 provided in Unit 2.** | | | | | |
| **Closing/Summarizing Strategy: Students will complete Task 3 provided in Unit 2** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Students will create unit rate problems to determine the “better buy” when shopping | | | Students will use one grade level only instead of all three grade levels for calculations. | | | Students will use a graphic organizer to show steps of division as they solve the problem on a calculator. |
| **Assessment(s):**  Task 3 Completion | | | | | | |
| **Teacher Reflection:**   * Student understandings/misconceptions * Specific notes about students’ thinking * What do I need to reteach/review tomorrow or in the future * New ideas or changes for next time | | | | | | |